

# ASSESSMENT HISTORY

## ENTERING STUDENT SURVEY

- Initiated 1991
- Administered during orientation
- 23 items (began with 20 items) regarding career plans, reasons students selected UT, demographics, learning issues
- Tweaked slightly in 2016—demographic items & added an item about first-generation college student status

## EMPLOYER SURVEY

- Initiated 2007
  - Initially distributed to Tennessee veterinarians using a mailing list generated from the TN Dept of Health veterinary facilities database. Pre-survey postcard was mailed first. An incentive postcard provided complementary registration for CE.
- Administered 9 months following graduation
- 28 items (started with 21 items) related to skill level of UTCVM graduates in several areas, including comparisons with graduates of other veterinary programs
- Mailed to primary supervisor of UTCVM graduates under a cover letter signed by the dean. Has a postage-paid return envelope. A follow-up is distributed 2 weeks later, and the survey is also online. Pre-survey postcard process was eliminated in 2016 because research did not support the practice.

## ALUMNI SURVEY

- Initiated 2005
  - First administered to classes of 2001–2004
- Administered 15 months following graduation
- 35 items (started with 54 items) related to career, satisfaction with education (repeated from exit survey), skill level in 30 areas with self-rated importance and self-rated capability
- Alumni are tracked starting at graduation (filling out a card) and then via internet (alumni directory, LinkedIn, Google searches, social media, etc.)

## SENIOR EXIT SURVEY

- Initiated 1994
- Focus Group is administered in April; Exit Survey is administered in May approximately 1 to 2 weeks prior to graduation
- 72 items (began with 41 items) related to career plans, perception of academic program, self-addressed skill levels, debt level, demographic information, etc. Also includes items that are repeated in the alumni survey. Uses a unique identifier for longitudinal comparisons. Self-assessed skill questions parallel veterinary national board subject areas for comparison of perceived competency versus test performance.

# STUDENT ASSESSMENT OF INSTRUCTION, COURSES, PROGRAM

## General Questions

- Initiated spring 1998
- Administered with course evaluations each semester to students in years 1–3 (except year 1 fall)
- 7 items (began with 10 items) regarding effort allocation by course, motivational factors, general curriculum and demographics. Two items are the same as entering student questions for potential tracking of changes during pre-clinical years.

## Course Evaluations

- Initiated spring 1998
- Administered at end of each semester and end of each ABLE/CE to years 1–3
- 10 items related to course issues; includes global questions

## Instructor Evaluations

- Initiated spring 1998
- Administered at end of each semester and end of each ABLE/CE to years 1–3
- 11 items related to instructor issues; includes global questions

## Rotation Evaluations

- Initiated fall 2010
- Administered via one45 the Thursday before each rotation ends
- 7 items related to rotation, case load, house officers, and technicians

## Clinical Instructor Evaluations

- Initiated fall 2010
- Administered via one45 the Thursday before each rotation ends
- 9 items related to involvement in cases, rounds, professionalism, feedback, and effectiveness

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For the  
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The Assessment Committee was formed in 1993 to oversee activities of the college related to assessment of its educational program.